

New York State District Report Card Comprehensive Information Report

BEDS Code: 05-01-00-01-0000
 Name: Auburn City School District
 Superintendent: John B. Plume

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	404	365	373
First	420	391	362
Second	360	398	377
Third	335	352	395
Fourth	378	336	358
Fifth	400	387	342
Sixth	404	410	407
Ungraded Elementary	0	6	0
Seventh	404	397	423
Eighth	379	376	396
Ninth	430	403	419
Tenth	390	353	382
Eleventh	351	354	315
Twelfth	333	325	314
Ungraded Secondary	32	77	48
Total K-12 Enrollment	5020	4930	4911

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	75	1.5%	77	1.6%	65	1.3%
Black (Not Hispanic)	376	7.5%	397	8.1%	404	8.2%
Hispanic	59	1.2%	48	1.0%	53	1.1%
White (Not Hispanic)	4510	89.8%	4408	89.4%	4389	89.4%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	18	19
Common Branch	21	20	19
English Grade 8	22	24	20
Mathematics Grade 8	20	22	19
Science Grade 8	25	22	23
Social Studies Grade 8	22	25	21
English Grade 10	26	23	22
Mathematics Grade 10	24	24	21
Science Grade 10	22	21	22
Social Studies Grade 10	26	24	22

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
NA	NA

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	10	0.2%	8	0.2%	8	0.2%
Eligible for Free Lunch	1101	21.9%	1251	25.4%	1290	26.3%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.4%		93.4%		93.8%
Student Suspensions	413	8.2%	286	5.7%	450	9.1%

**Student Socioeconomic and Stability Indicators
(Percent of Enrollment)**

	2001-02	2002-03	2003-04
Reduced Lunch	5.1%	6.2%	7.4%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	387
Total Other Professional Staff	36
Total Paraprofessionals	125
Teaching Out of Certification*	10

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	272	201	74%	279	202	72%	255	211	83%
Students with Disabilities	6	2	33%	9	3	33%	12	4	33%
All Students	278	203	73%	288	205	71%	267	215	81%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	89	143	3	4	14	14
Percent	33%	54%	1%	1%	5%	5%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
12	4	16	28

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	94		108		91	6.7%
	Entered GED Program*	6		12		10	0.7%
	Total Noncompleters	100		120		101	7.4%
Students with Disabilities	Dropped Out	22		28		21	10.3%
	Entered GED Program*	0		2		2	1.0%
	Total Noncompleters	22		30		23	11.3%
All Students	Dropped Out	116	7.6%	136	9.2%	112	7.1%
	Entered GED Program*	6	0.4%	14	0.9%	12	0.8%
	Total Noncompleters	122	7.9%	150	10.1%	124	7.9%

*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	27	0	0
	Number of All Students	27	0	0
	Percent of Enrollment	2%	0%	0%
9-12	Number of General-Education Students	1366	1263	1271
	Number of Students with Disabilities	170	172	164
	Number of All Students	1536	1435	1435
	Percent of Enrollment	100%	97%	98%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	32		
Completed and Passed Regents Exams	32	100%	77%
Completed and had Course Average of 75% or More	32	100%	81%
Completed and Attained a HS Diploma or Equivalent	32	100%	96%
Completed and Whose Status is Known	29		
Completed and Were Successfully Placed	29	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed	0	.	19%

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	24	83%	56	91%	76	88%
German	0	0%	0	0%	0	0%
Italian	41	85%	42	90%	34	85%
Latin	0	0%	0	0%	0	0%
Spanish	174	87%	88	92%	188	87%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	2	#	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	2	#	0	0%	4	#

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	2	#	6	83%
Science	7	86%	4	#	5	100%
Reading	1	#	1	#	3	#
Writing	0	0%	2	#	4	#
Global Studies	1	#	1	#	5	60%
U.S. Hist & Gov't	1	#	0	0%	2	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	15	73%	29	69%
Science	3	#	14	79%	22	77%
Reading	7	71%	12	58%	19	68%
Writing	7	57%	13	85%	19	79%
Global Studies	17	41%	10	40%	28	54%
U.S. Hist & Gov't	5	80%	8	63%	10	40%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	296	355	313	15	15	25
Number Scoring 55-100	272	319	290	4	6	16
Number Scoring 65-100	230	283	257	2	3	8
Number Scoring 85-100	93	93	89	0	0	0
Percentage of Tested Scoring 55-100	92%	90%	93%	27%	40%	64%
Percentage of Tested Scoring 65-100	78%	80%	82%	13%	20%	32%
Percentage of Tested Scoring 85-100	31%	26%	28%	0%	0%	0%
Mathematics A						
Number Tested	27	248	398	2	11	32
Number Scoring 55-100	12	209	389	#	4	27
Number Scoring 65-100	4	187	355	#	2	17
Number Scoring 85-100	0	36	101	#	0	4
Percentage of Tested Scoring 55-100	44%	84%	98%	#	36%	84%
Percentage of Tested Scoring 65-100	15%	75%	89%	#	18%	53%
Percentage of Tested Scoring 85-100	0%	15%	25%	#	0%	12%
Mathematics B						
Number Tested	0	0	138	0	0	1
Number Scoring 55-100	0	0	125	0	0	#
Number Scoring 65-100	0	0	112	0	0	#
Number Scoring 85-100	0	0	41	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	91%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	81%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	30%	0%	0%	#
Global History and Geography						
Number Tested	330	322	396	19	25	32
Number Scoring 55-100	304	285	330	13	19	18
Number Scoring 65-100	275	248	269	5	12	8
Number Scoring 85-100	59	59	66	0	2	0
Percentage of Tested Scoring 55-100	92%	89%	83%	68%	76%	56%
Percentage of Tested Scoring 65-100	83%	77%	68%	26%	48%	25%
Percentage of Tested Scoring 85-100	18%	18%	17%	0%	8%	0%
U.S. History and Government						
Number Tested	297	326	281	14	10	18
Number Scoring 55-100	286	319	254	10	10	15
Number Scoring 65-100	261	299	217	5	8	10
Number Scoring 85-100	81	134	73	0	1	1
Percentage of Tested Scoring 55-100	96%	98%	90%	71%	100%	83%
Percentage of Tested Scoring 65-100	88%	92%	77%	36%	80%	56%
Percentage of Tested Scoring 85-100	27%	41%	26%	0%	10%	6%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	293	240	267	6	13	16
Number Scoring 55-100	292	240	265	6	13	15
Number Scoring 65-100	290	230	255	5	12	10
Number Scoring 85-100	118	110	106	0	1	0
Percentage of Tested Scoring 55-100	100%	100%	99%	100%	100%	94%
Percentage of Tested Scoring 65-100	99%	96%	96%	83%	92%	62%
Percentage of Tested Scoring 85-100	40%	46%	40%	0%	8%	0%
Physical Setting/Earth Science						
Number Tested	262	267	324	16	14	24
Number Scoring 55-100	252	259	294	15	11	19
Number Scoring 65-100	236	247	270	12	9	10
Number Scoring 85-100	97	124	99	1	2	3
Percentage of Tested Scoring 55-100	96%	97%	91%	94%	79%	79%
Percentage of Tested Scoring 65-100	90%	93%	83%	75%	64%	42%
Percentage of Tested Scoring 85-100	37%	46%	31%	6%	14%	12%
Physical Setting/Chemistry						
Number Tested	212	244	187	2	3	3
Number Scoring 55-100	208	219	182	#	#	#
Number Scoring 65-100	160	160	135	#	#	#
Number Scoring 85-100	23	27	28	#	#	#
Percentage of Tested Scoring 55-100	98%	90%	97%	#	#	#
Percentage of Tested Scoring 65-100	75%	66%	72%	#	#	#
Percentage of Tested Scoring 85-100	11%	11%	15%	#	#	#
Physical Setting/Physics						
Number Tested			21			0
Number Scoring 55-100			21			0
Number Scoring 65-100			21			0
Number Scoring 85-100			11			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			100%			0%
Percentage of Tested Scoring 85-100			52%			0%

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	40	32	19	0	0	0
Number Scoring 55-100	39	32	19	0	0	0
Number Scoring 65-100	38	32	18	0	0	0
Number Scoring 85-100	9	15	8	0	0	0
Percentage of Tested Scoring 55-100	97%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	95%	100%	95%	0%	0%	0%
Percentage of Tested Scoring 85-100	23%	47%	42%	0%	0%	0%
Comprehensive Italian						
Number Tested	38	18	35	0	0	1
Number Scoring 55-100	37	18	35	0	0	#
Number Scoring 65-100	36	18	35	0	0	#
Number Scoring 85-100	11	7	15	0	0	#
Percentage of Tested Scoring 55-100	97%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	95%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	29%	39%	43%	0%	0%	#
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	172	147	161	2	3	3
Number Scoring 55-100	170	143	158	#	#	#
Number Scoring 65-100	163	142	154	#	#	#
Number Scoring 85-100	70	71	68	#	#	#
Percentage of Tested Scoring 55-100	99%	97%	98%	#	#	#
Percentage of Tested Scoring 65-100	95%	97%	96%	#	#	#
Percentage of Tested Scoring 85-100	41%	48%	42%	#	#	#
Comprehensive Latin						
Number Tested	4	4	3	0	0	0
Number Scoring 55-100	#	#	#	0	0	0
Number Scoring 65-100	#	#	#	0	0	0
Number Scoring 85-100	#	#	#	0	0	0
Percentage of Tested Scoring 55-100	#	#	#	0%	0%	0%
Percentage of Tested Scoring 65-100	#	#	#	0%	0%	0%
Percentage of Tested Scoring 85-100	#	#	#	0%	0%	0%

(Form - H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	181	186	13	1	2	1
Number Scoring 55-100	174	169	10	#	#	#
Number Scoring 65-100	164	157	9	#	#	#
Number Scoring 85-100	91	79	1	#	#	#
Percentage of Tested Scoring 55-100	96%	91%	77%	#	#	#
Percentage of Tested Scoring 65-100	91%	84%	69%	#	#	#
Percentage of Tested Scoring 85-100	50%	42%	8%	#	#	#

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	7	100%	24	79%	22	91%
Students with Disabilities	0	0%	9	67%	1	#

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	286	6%	14%	63%	17%
	Students with Disabilities	51	55%	20%	22%	4%
	All Students	337	14%	15%	56%	15%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	340	4%	45%	40%	11%
	Students with Disabilities	41	12%	73%	15%	0%
	All Students	381	5%	48%	38%	10%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	3	0	#	#	#	#
Middle Level						
Social Studies	0	1	0	0	0	0
Secondary Level						
English Language Arts	4	0	#	#	#	#
Social Studies	4	0	#	#	#	#
Mathematics	4	0	#	#	#	#
Science	3	0	#	#	#	#

2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	321	321	321	47	47	47	368	368	368
Number Scoring 55–64	8	10	4	5	2	5	13	12	9
Number Scoring 65–84	210	134	134	6	6	9	216	140	143
Number Scoring 85–100	62	127	150	2	2	1	64	129	151
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade K-1)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 2-4)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 2-4)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 5-6)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - K)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 9-12)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)